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ABSTRACT

This document, the accompanying teacher's guide to the Pre-GED (General Educational Development) Level I reading skills student workbook of the PATHWAYS Curriculum, provides for each lesson in the student workbook a concise explanation of each skill, suggested teaching strategies, answers to the exercises, and a list of available commercial materials that may be used to supplement the exercises in the workbook. The preface of the guide describes in detail the components of the culture-based GED preparatory reading and writing curriculum for American Indian adult education students. (ERB)

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PATHWAYS

An Adult Pre-GED Reading Skills Workbook

Level I

Teacher's Guide

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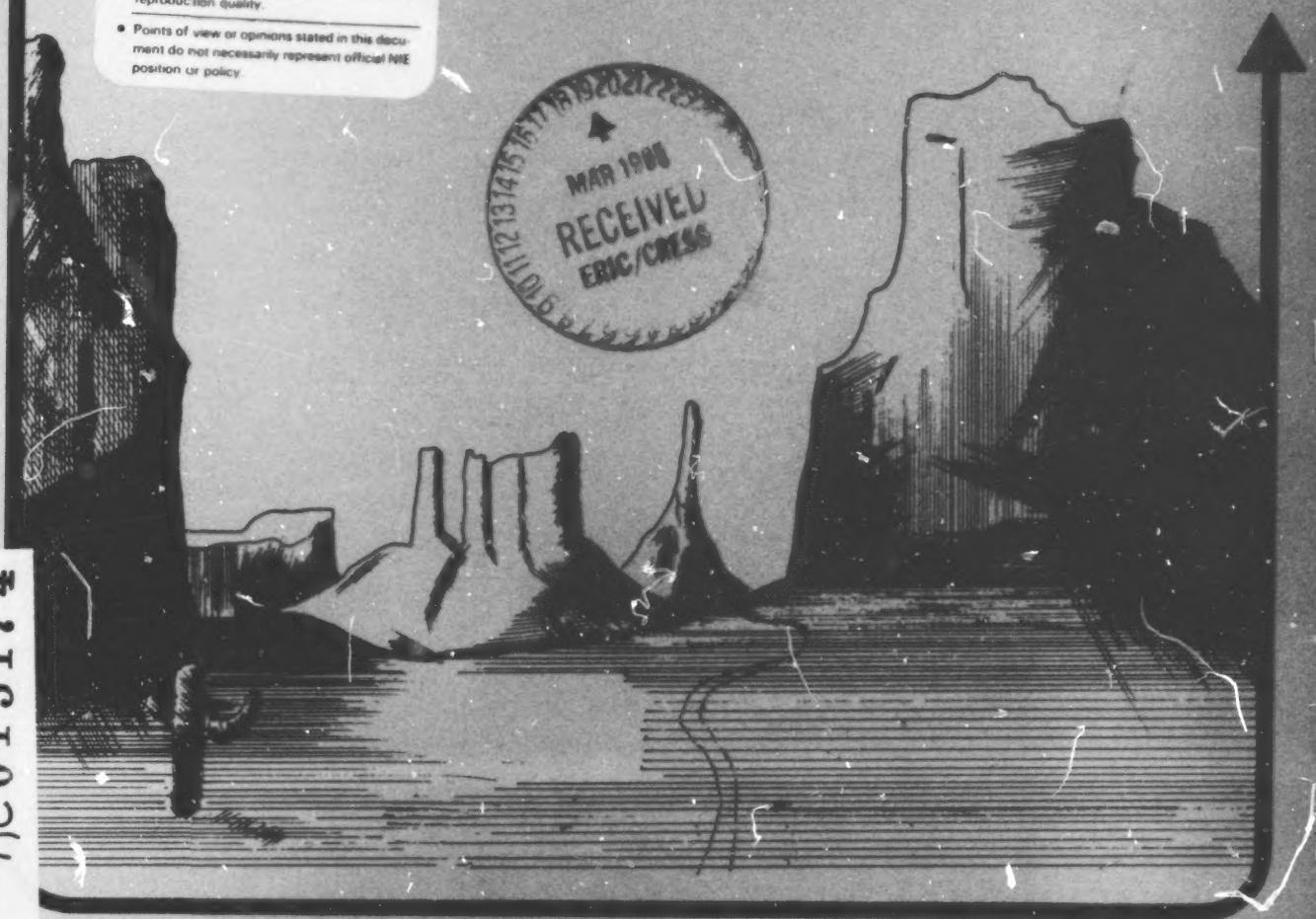

RC015174

PATHWAYS

AN ADULT PRE-GED READING SKILLS WORKBOOK
Level I

TEACHER'S GUIDE

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PREFACE

TO THE TEACHER

This guide is part of a culture-based, GED preparatory reading and writing curriculum for adult education students. Based on skill area analysis of the simulated GED examination, all skills needed to pass the reading and writing sections of the GED (General Educational Development) exam have been compiled into the sequential, systematic program of study this curriculum encompasses.

In addition to providing a sequential, systematic approach to adult education instruction, the curriculum is unique in that it is completely culture-based. Utilizing Southwestern Indian myths, legends, poems, history, and information on religious beliefs, architecture, fine arts, music, dance, and social practices, the student workbooks present well-researched, accurate information about the rich heritage of Indian cultures of the Southwest. It is thus hoped not only that the workbooks will provide a welcome alternative to the too-often dry material found in commercial texts but also that the student's task of assimilating standard GED concepts and skills will be made both easier and more enjoyable.

The workbooks emphasize student-generated writing. This emphasis is achieved in two ways: the student is asked to write brief, one-sentence answers to questions in the exercises, and the student is given instruction and practice in composing short narratives as well as paragraphs. The reason for this is two-fold. First, traditionally, literacy programs for adult education students have focused on the teaching of reading and spoken English; the teaching of written composition, unfortunately, has received little or no emphasis. Second, although the GED exam, at present, assesses the student's mastery of the mechanics

of writing rather than his/her ability to compose a sentence, paragraph, or essay on a given topic, it is the bias of this author that the ability to do so is essential. Good composition skills are necessary in real-life situations ranging from having to write a letter to a landlord to completing an assigned task of composing a brief letter for an employer. The student who demonstrates writing proficiency not only will be a promising candidate for employment but also will be likely to advance more rapidly, once hired, than will the student who lacks the ability to express himself or herself in writing.

The curriculum consists of a continuum of skills, six student workbooks including unit tests, and six accompanying teacher's guides. The curriculum may be used either for individualized or group instruction. Each of the components is described below.

CONTINUUM OF SKILLS

The Continuum of Basic Reading and Writing Skills contains a scope and sequence of reading and writing skills for grade levels three (3) through eight (8). It identifies those skills which should be introduced at each grade level (3-8), and it indicates the order in which each skill should be presented. The determination of the scope (how many and what kind) and sequence (in what order) of skills in the Continuum is based not only on the GED requisites but also on extensive research of successful adult education and developmental English programs.

The purpose of the Continuum is to provide a suprastructure for an instructor or administrator who wishes to develop a total ABE/Pre-GED reading and writing skills curriculum for grade levels three (3) through eight (8). Although it is designed to be used with the corresponding student workbooks and teacher's guides, the Continuum may also be used independently of them to serve as a guide for structuring an ABE/Pre-GED program, using other available materials.

STUDENT WORKBOOKS

There are six student workbooks, three each in reading and writing. The workbooks and their corresponding grade levels are listed below.

	Reading Workbooks	
Pre-GED Level I	6th grade	Readability = 5.7 - 6.9
Pre-GED Level II	7th grade	Readability = 6.5 - 7.9
Pre-GED Level III	8th grade	Readability = 7.5 - 9.0
	Writing Workbooks	
Pre-GED Level I	6th grade	Readability = 5.7 - 6.9
Pre-GED Level II	7th grade	Readability = 6.5 - 7.9
Pre-GED Level III	8th grade	Readability = 7.5 - 9.0

Readability formulas have been applied to all selections to ensure the appropriate level of difficulty.

The organization of both the reading and the writing workbooks is the same. The workbooks observe the scope and sequence detailed in the Continuum for grade levels 6, 7, and 8.

In some instances individual skills listed in the Continuum do not appear in the student workbooks. In an attempt to control the scope of the workbooks, certain skills of secondary importance to the acquisition of a GED have been omitted. The coding of skills in the workbooks, however, remains consistent with that of skills listed in the Continuum.

Each lesson instructs a skill. The lesson begins with an information presentation section wherein the particular skill or concept is explained to the student and examples are provided. Next, exercises requiring application of the skill or concept presented are provided for the student. The items in each exercise are written in multiples of four (4, 8, 12, 16, 20, etc.), thus enabling the teacher to use a consistent criterion for measuring mastery of a given skill. (The

author recommends that a student should receive a score of at least 75% on each lesson before proceeding. If additional reinforcement of a skill is needed, the teacher should refer to the supplemental materials list in the teacher's guide.)

All related, individual skills are presented in the workbooks in units. For example, in the reading workbooks all of the individual skills used in comprehension *(i.e., main idea, cause and effect, sequence, etc.)* are contained in a unit called "Comprehension." Likewise, in the writing workbooks individual skills required for mastery of grammar *(i.e., noun, verb, adjective, adverb, pronoun, etc.)* are contained in a unit called "Parts of Speech." Individual lessons in a unit should be completed in sequence, since the later lessons are based on concepts presented in previous lessons.

At the end of each unit, a unit test has been included in the student workbook to enable the teacher to measure the student's mastery of the skills contained in the unit.

At the end of each student workbook is provided a glossary which includes all literary, grammatical, and technical terms used in that workbook. The glossary is designed, primarily, to bring to a student's mind a forgotten definition or to clarify a difficult term. For further explanation, the student should, of course, consult the appropriate section of the workbook.

TEACHER'S GUIDES

A comprehensive teacher's guide accompanies each student workbook. It is the author's belief that adult education instructors will more effectively teach any and all reading and writing skills if specific teaching methods and materials are available. Therefore, for each skill, the teacher's guide contains a concise explanation of the skill, suggested teaching strategies, answers, and a list of available

commercial materials (specific pages cited) which may be used to supplement the exercises in the workbook.

The need for specialized methods of instruction in adult education is widely acknowledged. The teaching strategies recommended in this guide observe accepted practices for instructing adults *(i.e., aural-oral, oral-to-written, verbal, and other second-language approaches)*. Further, recognizing the possibility that some adult education instructors and aides may not have received formal training in teaching methodology, the guide presents detailed, step-by-step instructions for implementing the suggested strategies. Instructional strategies for use of the materials in both an individualized and a group instructional setting are presented.

Also, for each skill the guide contains a list of supplemental materials with specific page numbers cited. The materials suggested may be used to provide additional reinforcement, if needed. This list is not exhaustive; additional materials may be added according to individual program needs.

Program directors and teachers should refer to the Implementation Handbook for further information on the use and implementation of the curriculum. The Implementation Handbook contains sections on Understanding the Native American Learner (includes learning styles); Overview of Curriculum Components; Diagnoses, Evaluation, and Placement; Effective Teaching; Classroom Management; and Recordkeeping (includes student tracking charts).

A final note: Because of traditional Navajo beliefs, Coyote stories are told only during the winter months. In recognition of this cultural restriction, the instructor may wish to excuse the Navajo student from those lessons containing Coyote stories except during these months.

KEY TO SUPPLEMENTAL MATERIALS

BBSR	Building Basic Skills in Reading, Contemporary Books, Inc.
BBSW	Building Basic Skills in Writing, Contemporary Books, Inc.
BL-SSS	Specific Skills Series, Barnell-Loft, Ltd.
BSG	Basic Skills in Grammar, Cambridge Book Co.
Coping 4	Coping 4, How to Get a Job, Perfection Form Co.
EE	English Essentials, Steck Vaughn Co.
EG-KET	English Grammar, Kentucky Educational Television Study Guide, (Writing Skills), Cambridge Book Co.
EW	Everyday Writing
FPP	From Pictures to Passages, Contemporary Books, Inc.
GED-SB:DWS	GED Scorebooster, Developing Writing Skills, GED Test Preparation Series, Steck Vaughn Co.
IE (Cam IE)	Introduction to English, Pre-GED, Cambridge Book Co.
IYV	Increase Your Vocabulary, Cambridge Book Co.
LDL	Language in Daily Living, Steck Vaughn Co.
LE	Language Exercises, Steck Vaughn Co.
LOL	Learning Our Language, Steck Vaughn Co.
PGLS	Pre-GED Language Skills, Cambridge Book Co.
PGRS	Pre-GED Reading Skills, Cambridge Book Co.
PGW	Pre-GED Writing Skills, McGraw-Hill Book Co.
REW	Regents English Workbook, Regents Publishing Company, Inc.
RFC (RC)	Reading for Comprehension, Cambridge Book Co.
SF	Culture, People, Messages, Coping, Scott, Foresman & Co.
SIL	Skills in Language, Cambridge Book Co.
SIR	Skills in Reading, Skill Power Series, Cambridge Book Co.
Spelling	Spelling, Cambridge Book Co.
SPS (CSPS)	Skill Power Series, Cambridge Book Co.
SVR	Adult Reading Series, A Sequential Program (2200-2600), Steck Vaughn Co.
SES	The New Streamlined English Series, New Readers Press

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UNIT I

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I. WORD ANALYSIS

C. Prefixes, suffixes, and root words

A <u>prefix</u> is a word part that comes before the root (or base) word and alters the meaning of the word.
A <u>suffix</u> is a word part that comes after the root (or base) word and alters the meaning of the word.
A <u>root word</u> is the base word. This is the main part of the word to which a prefix or a suffix may be attached.

TEACHING SUGGESTIONS:

1. Explain to student that many words in the English language are made up of prefixes, suffixes, and root words. By learning the meanings of these, student can greatly expand his vocabulary. Have student look up in dictionary five words beginning with each prefix. Each word should also be defined.

2. Have student look up in dictionary two words ending with each suffix listed in the exercise. Discuss the words' meanings.

3. Give student five words with prefixes. Student identifies prefixes.

4. Give student five words with suffixes. Student identifies suffixes.

5. Ask student to identify root words when given words with prefixes and suffixes. (Ex: dis<u>band</u>; <u>lov</u>able; <u>sharp</u>ly; <u>run</u>ning)

6. Have students make a word which fits a teacher-supplied sentence by adding the correct prefix or suffix to the root word.

   Example: The te acher asked us to <u>read</u> the book. (reread)

ANSWERS:

1. *D*
2. *G*
3. *C*
4. *A*
5. *B*
6. *E*
7. *F*
8. *H*

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I.C. Prefixes, suffixes, and root words

ANSWERS:

1. *in*valid
2. *pre*dawn
3. foo*lish*
4. *en*close
5. *post*dated
6. *ex*tinguish
7. blind*ness*
8. *re*read

SUPPLEMENTAL MATERIALS:

SVR-2100, pp. 2-48, 85, 101

IYV, Bk. 1, pp. 30-39

UNIT II

II. VOCABULARY

A. Using context clues

Using context clues means that the student grasps the meaning of a passage (or a sentence) without having to know the meaning of every single word. He can guess the meaning of an unfamiliar word by using the other words in the sentence.

TEACHING SUGGESTIONS:

1. Write several sentences with a key word in each on the board. The student selects from a group of words the familiar word describing the key word.

   EX: The mother chided the child for running across the street without looking for cars.

   praised scolded bathed

2. Retype short passages from magazine or newspapers, omitting several words. Have student suggest words that might fit.

3. Give students examples of words with multiple meanings used in different contexts. Have student explain each word's meaning.

   EX: We went to the State Fair.
   I want to be fair about the contest.
   She was blonde and fair.
   It was a fair day.

   also, fast, sharp, plain, right.

4. Read aloud a sentence with a word to be learned. Give the meaning of the word to be learned. Have student match the word and the definition orally.

   EX: "Betty was despondent because her best friend was ill."

   The word means sad. Response: despondent means sad.

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II.A. Using context clues

ANSWERS:

1. *reservation*
2. *five*
3. *Window Rock*
4. *on*
5. *cliffs*
6. *Monument*
7. *northern*
8. *outside*
9. *moved*
10. *mesas*
11. *beautiful*
12. *water*

1. *c*
2. *a*
3. *b*
4. *c*

1. *b*
2. *a*
3. *c*
4. *b*

SUPPLEMENTAL MATERIALS:

BL-SS "F", units 1-25
SF: People, Level B: pp. 7, 13, 17, 40, 50, 58
Level C: pp. 13, 19, 36, 49, 52
Messages, Level B: pp. 4, 11, 21, 23, 34, 44, 48
Level C: pp. 8, 29, 36, 52, 58
Cultures, Level B: pp. 4, 22, 36, 56
Level C: pp. 7, 17, 39, 43
Coping, Level B: pp. 10, 27, 31, 44
Level C: pp. 4, 11, 29, 36, 53
RFC, Bk. 1, pp. 47-60, 95-129
PGRS, pp. 45-60

II.B. Synonyms, antonyms, and homonyms

A synonym is a word that means most nearly the same as another word.
An antonym is a word that means most nearly the opposite as another word.
A homonym is a word that sounds the same in English as another word but is spelled differently and means something different.

TEACHING SUGGESTIONS:

1. Give student sets of three words, two of which are synonyms and one, an antonym. Student picks synonyms and antonyms.

   soft -- rough -- smooth
   sharp -- cutting -- dull
   etc.

2. Drill by giving student a number of words and asking student to supply synonyms.

3. Give student a number of words and ask student to supply antonyms.

4. Provide pairs of sentences with homonyms. Student tells you meaning of homonyms.

ANSWERS:

1. G	1. G	1. G
2. C	2. E	2. E
3. F	3. C	3. A
4. H	4. A	4. H
5. A	5. H	5. B
6. E	6. B	6. D
7. B	7. F	7. C
8. D	8. D	8. F

1. *ex: meanest, most hateful, ugliest*
2. *ex: hard, rough, uncomfortable*
3. *ex: walked, trudged, meandered, sauntered*
4. *ex: seldom, unusual, unlikely, not often*
   answers will vary but make sure the words are used correctly for the following:
5. *seem as a verb*
6. *seam as a noun*
7. *ant as an insect*
8. *aunt as a person*

II.B. Synonyms, antonyms, and homonyms

SUPPLEMENTAL MATERIALS:

SF: Coping, Level B: p. 50
Cultures, Level B: p. 41
Messages, Level B: pp. 4, 44
People, Level C: pp. 19, 44
RFC, Bk. 1, pp. 37-46 (parts), 95-129 (parts)
IYV, Bk. 1, pp. 24-29, 55-65 (homonyms)
CS, pp. 53-73
SVR-2100, pp. 63-66
LOL, Bk. 1, pp. 67-71
LE, Red Book, pp. 29-31

UNITS I & II POST-TEST: WORD ANALYSIS/VOCABULARY

1. *e*
2. *c*
3. *a*
4. *f*
5. *b*
6. *d*
7. *a*
8. *b*
9. *c*
10. *a*
11. *c*
12. *a*
13. *principal*
14. *site*
15. *plum*
16. *sale*

UNIT III

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III. COMPREHENSION

A. Identifying the main idea: *stated and implied*

The main idea of a passage is what the passage is all about. The author wants you to recognize the main message. This message may be either stated or implied. If stated, it is usually the topic sentence of a particular paragraph. Often, it is the first or final sentence in a passage. If the main idea is implied, the message is not written in the passage but is implied via several clues and details given in the passage. You infer the main idea.

TEACHING SUGGESTIONS:

1. Provide materials (films, records, stories, songs) for students to listen to and have student supply a title.

2. Provide recordings of stories with implied main ideas. Have student listen and tell you what the story is about.

3. Show student a painting or advertisement in a magazine. Ask student to tell you what he thinks the painting or advertisement is trying to say.

4. For extra practice, give student a paragraph whose main idea is stated as either the first or last sentence. Ask student to pick out stated main idea.

ANSWERS:

1. The Mohave clings to his belief in dreams as a basis for everyday life.
2. First
3. any of these:
a) shamanistic power
b) myths, songs, bravery, good fortune (as in battle)
c) special events, knowledge
4. (student should write one or two sentences restating the main ideas presented in the passage)

1. Looking for food.
2. Slinking, moving quietly so as not to be heard. Looking behind rocks and ledges, under bushes, and in the brush. Talking to himself about the animals.
3. c
4. (Student should capitalize title. Remind student if he/she hasn't already done so.)
EX: Coyote Looks for Food

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III.A. Identifying the main idea: *stated and implied*

SUPPLEMENTAL MATERIALS:

BBSR #1, pp. 17-25
BL-SSS "7", units 1-25
SF: Coping, Level C, pp. 4, 11, 19, 24, 29, 36, 38, 42, 53
Cultures, Level C: pp. 4, 7, 22, 26, 39, 43, 50, 56
Messages, Level C: pp. 4, 8, 16, 22, 29, 33, 36, 45, 47, 58
People, Level C: pp. 4, 9, 13, 32, 39, 49, 55, 58
RFC, Bk. 1, pp. 1-15
PGRS, pp. 65-77, pp. 104-114

III.B. Recognizing supporting details

Supporting details are those specific statements that often tell "when," "what size," "how long," "who," "what color," "what shape," "where," and "in what manner." They usually make up the body (middle section) of a paragraph. They help explain or describe the topic sentence (main sentence) of a paragraph.

TEACHING SUGGESTIONS:

1. Play a recording of a story for student. Student listens and then responds to questions such as "who did...?" "What was...?" "How was...?" "When was...?"

2. Give student sample instructions orally, such as: Describe three items of clothing you are wearing (texture, color, function, etc.).

3. Show student picture of painting, and ask student to tell you five specific details about it.

4. Provide student with drills that require student to respond using adjectives. Example: Describe an item in the room using at least three adjectives: the round-topped, 3-ft. tall, wooden stool is standing beside the desk.

5. Present a newspaper article. Ask student to answer questions about who, what, when, where, and why.

6. Give student sample newspaper advertisements. Ask student to find and write down details such as price, hours open, services offered, etc.

ANSWERS:

1. *c*
2. *seven*
3. *three*
4. *red, yellow, brown*
5. *via trails leading up the slopes and footholes in the cliffs*
6. *the rock wall is smooth and hard to climb; there's only one or two trails per mesa*
7. *b*
8. *Have student write a descriptive sentence so that he/she can see that using adjectives provides details for the reader.*

III.B. Recognizing supporting details

SUPPLEMENTAL MATERIALS:

SF: Coping, Level B: all stories
Level C: all stories
Cultures: Level B: pp. 4, 8, 22, 32, 50
Level C: pp. 17, 22, 39, 43, 50, 56
Messages, Level B: pp. 19, 21, 28, 32, 34, 38, 54
Level C: pp. 4, 22, 26, 33, 36, 45, 55
People, Level B: pp. 21, 34
Level C: pp. 4, 9, 49, 52
RFC, Bk. 1, pp. 16-36
SPS, Bk. [illegible] pp. 76-89
IYV, Bk. 1, pp. 3-5
PGRS, p. 81-100

III.C. Sequencing in narration

Sequencing refers to the order of events in a story or procedure. The events occur logically--most often, chronologically--from beginning to end. One does one thing first, then something else happens, and so on.

TEACHING SUGGESTIONS:

1. Remind students to look for signal words, such as first, second, next, then, lastly, and finally.

2. Read paragraph/passage to student. Then ask, "What happened first?" "What happened next?" etc.

3. Cut apart a paragraph of 4-6 sentences into each sentence. Have student reassemble, in correct order.

4. Have student follow sequence in a recipe. Ask questions such as "What did you do first?" "What next?" "Then, what?"

ANSWERS:

1. *The snow killed off every one of his mule team.*
2. *He tells him the sun is stronger than he is.*
3. *He goes to challenge the sun.*
4. *He tells Mochomo to go see the cloud king.*
5. *He tells Mochomo the wind is the strongest king.*
6. *The wind.*
7. *The wind coming from the bellows blows him far away.*
8. *Student essentially will summarize, but his sentences should follow the order of events in the story. Make sure he has followed directions and has not used more than five sentences.*

SUPPLEMENTAL MATERIALS:

SF: Coping, Level B: pp. 10, 18, 31
Level C: pp. 29, 38, 58
Cultures, Level B: pp. 4, 12, 16, 36, 53
Level C: pp. 10, 17, 26, 31, 43
People, Level B: pp. 13, 25
Level C: p. 13
BL-SSS "F", units 1-25
BBSR #1, pp. 76-90

III.D. Identifying cause and effect: *stated and implied*

A cause and effect relationship is basically a relationship of Y being the result of X; that is, X causes Y effect.

TEACHING SUGGESTIONS:

1. Involve student in discussions of cause and effect relationships in films or articles such as smoking and cancer, crime and prison, nutrition and health.

2. Use science experiments to demonstrate cause and effect. Place food coloring in a glass of water, and then let a cut white flower stand in the water for several hours. Ask students to note and explain changes in the flower.

3. Give student a paragraph of 3-5 sentences. Then ask student to select the answer which indicates the correct cause and effect relationship.

4. Have student listen to a paragraph with the outcome omitted, then brainstorm several possible outcomes and reasons why they would be appropriate. Student may also identify clues that lead to the predicted outcome.

ANSWERS:

1. *Disobeys her parents in that she walks around at night.*
2. *She doesn't want her to go out any longer.*
3. *He punishes her and tells her to go away.*
4. *Tells her to beg forgiveness of God.*
5. *She is changed into a stone.*
6. *cause*
7. *effect*
8. *Student should write one, possibly two, sentences stating the main idea, implied in this story.*
   EX: One should always obey one's parents.

1. *He feels lazy, tired, and content.*
2. *He'd walked a long way and had been up all night the night before.*
3. *Jimmie and his dog ignore them and fall asleep.*
4. *Jimmie's mother will get angry.*
   The sheep will get lost.
   It will be difficult to round up the sheep, ...
   Jimmie will miss the evening meal.

III.D. Identifying cause and effect: *stated and implied*

SUPPLEMENTAL MATERIALS:

BBSR I, pp. 91-93
SF: Coping, Level B: pp. 9, 14, 35, 41, 52
Level C: pp. 4, 19, 29, 36, 38, 45
Cultures, Level, B: pp. 4, 16, 22, 26, 29 43, 50
Level C: pp. 4, 10, 17, 26, 31, 43, 50
Messages, Level B: pp. 28, 34, 48, 54
Level C: pp. 8, 18, 29, 36, 39, 47
People, Level B: pp. 7, 17, 25, 34, 45, 58
Level C: pp. 4, 13, 39, 52
SPS, Bk. 1, pp. 22-38

III.E. Drawing conclusions

Drawing conclusions means making judgements or making inferences about what you read. Stated evidence is weighed or evaluated, and conclusions about what it means are drawn. The reader often must conclude why something happened or how someone felt.

TEACHING SUGGESTIONS:

1. Have student listen to a paragraph with the outcome omitted, then brainstorm several possible outcomes and give reasons why they would be appropriate.

2. Ask student to write a logical conclusion to an unfinished story.

3. Have student read a short story involving several characters in conflict. Ask student to explain how each character feels at different times in the story.

ANSWERS:

1. *d*
2. *b*
3. *a*
4. *d*

SUPPLEMENTAL MATERIALS:

SF: People, Level B: all stories
Level C: all stories
Messages, Level B & C: all stories
Cultures, Level B & C: all stories
Coping, Level B & C: all stories
SPS, Bk. 1, pp. 55-71, 119-134
SVR-2400, pp. 2-9
BL-SSS "F", units 1-25
PGRS, pp. 146-152

III.F. Distinguishing between fact and opinion

Distinguishing between fact and opinion means recognizing the difference between what is true and what someone thinks or feels is true. Facts are impersonal; they can be proven. Opinions are personal; they cannot be proven. They often express the speaker's own individual preference or belief.

TEACHING SUGGESTIONS:

1. Have student listen to a speech or advertisement and identify one fact and one opinion presented.
2. Have student identify fact and opinion used in newspaper advertisements.
3. Get student to write two sentences incorporating an opinion. Have student begin sentence with "I think" or "I feel." Then, have student write two sentences which are facts. Remind student to check for factual status by noting whether sentence can be verified.
4. Have two students work on this together. One student gives a fact or opinion orally, and the other student tells whether it is a fact or an opinion.

ANSWERS:

1. *F*
2. *F*
3. *O*
4. *F*
5. *O*
6. *O*
7. *O*
8. *F*
9. *F*
10. *O*
11. *O*
12. *F*

Make sure these statements can be proven or disproven:
1.
2.

Make sure these are expressing student's own opinion:
3.
4.

SUPPLEMENTAL MATERIALS:

SPS, Bk. 1, pp. 39-54
PGRS, pp. 155-163

III.G. Following directions

Following directions means being able to read or listen to instructions and carry them out, as directed. Observing the correct sequence is important.

TEACHING SUGGESTIONS:

1. Have student listen to a set of taped or oral instructions and then perform the task, each step in its proper order.

   EX: Pot a plant, arrange a shelf.

2. Have student follow written instructions to perform a procedure, such as filling out a simple form, entering transactions in a checkbook, cutting out a skirt from a pattern etc.

3. Have one student read a set of directions and another student follow them.

   EX: Arranging a set of books in order.

ANSWERS:

1. *flour, salt, lard*
2. *yeast, sugar, water*
3. *punch it twice*
4. *increase the rising time of the dough or use two envelopes of yeast*

1. *cut meat into ¼" cubes and brown in oil*
2. *cut off the skins and chop potatoes into small pieces*
3. *zucchini, chilis, garlic salt, salt, water*
4. *simmer: boil slowly and gently*
   ladle: to spoon out into bowls using a large spoon

SUPPLEMENTAL MATERIALS:

SF: Cultures, Level B: pp. 12, 53
Level C: p. 43
RFC, Bk. 1, pp. 16-36 (parts)
BL-SSS "F", Units 1-50 (entire booklet)

UNIT III POST-TEST: COMPREHENSION

1. *c*
2. *a, b, c, d*
3. *The Navajo greatly fears death and everything connected with it.*
4. *c*
5. *d*
6. *a*
7. *b*
8. *b*
9. *c*
10. *a*
11. *F*
12. *O*
13. *O*
14. *O*
15. *F*
16. *After the water begins to boil.*
17. *3 minutes*
18. *Cover it for one minute*
19. *You stir it again and serve it.*
20. *No*

UNIT IV

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IV. STUDY SKILLS

D. Map and graph reading

Maps and graphs convey information in a visual manner. They often use symbols to convey information. You must know how to interpret the information correctly.

TEACHING SUGGESTIONS:

1. Have student keep a daily temperature chart using information from a classroom weather station. Ask questions about it. Have student make a general statement about the progress of the weather after one month.

2. Have student chart student characteristics such as height, family size, birthdate, etc. Ask questions to elicit comparisons of data.

3. Have student draw a map showing how to get from student's home to the GED class. Ask questions about it.

ANSWERS:

1. *Route 21*
2. *33 miles*
3. *south (southwest is acceptable)*
4. *37 miles*
5. *routes 386 and 86*
6. *22 miles*
7. *northerly (or northwest)*
   westerly (or west)
8. *Go north from Pisinimo on route 21 to Tracy; go east on 86 to Quijotoa; continue southeast to 386, turn south on 386 and go 9 miles to Kitt Peak.*

1. *1*
2. *16*
3. *8*
4. *11*
5. *50% (or half)*
6. *55*
7. *1981-82 (or Year II)*
8. *EX: Each year, more people graduate from the adult education program.*
   EX. The progress of the adult education program shows that the program gets consistently better.

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IV.D. Map and graph reading

ANSWERS:

1. *6 a.m.*
2. *8 p.m. - 10 p.m.*
3. *4 p.m. (or, afternoon)*
4. *10 a.m. - 12 p.m.*
5. *2 p.m. - 4 p.m.*
6. *20 degrees*
7. *30 degrees difference*
8. *1 a.m. - 3 a.m.*

SUPPLEMENTAL MATERIALS:

SF: Cultures, Level C: p. 17 (maps)
Charts/Graphs: SF: Coping, Level C; pp. 13, 19
Cultures, Level C: p. 26
SPS, Bk. 1, pp. 19-21
PGRS, pp. 176-200

IV.E. Reading timetables, schedules

Timetables and schedules are used by almost everyone. Know how to read the symbols on timetables, schedules. Know how to locate information and identify scheduled events.

TEACHING SUGGESTIONS:

1. Have student bring in schedules: T.V. guides; athletic and theatre programs; bus, airline, train schedules. Have students work in pairs, asking each other possible questions about the schedules.

2. Give student a sample schedule with symbols. Ask student to explain orally what the symbols mean.

ANSWERS:

1. 700...725
725...750
2. 20 minutes (or half-hour)
3. 440...513
4. You'd reach home at 5:43 and spend 33 minutes on the bus.

1. 1:25 p.m.
2. 1 hour, 8 minutes
3. 7:20 p.m.; you are going northwest
4. 12 minutes longer

SUPPLEMENTAL MATERIALS:

SF: Coping, Level B: p. 22

IV.F. Summarizing

Summarizing means condensing to very brief form, highlighting the most important points.

TEACHING SUGGESTIONS:

1. Give student 3-sentence paragraphs. Have them summarize meaning in one sentence (in their own words).

2. Give student a newspaper clipping (article). Have student summarize in less than four sentences (approximately one sentence per paragraph.)

3. Read student a short story (1-2 pages). Have them summarize the action of the story orally in as few words as possible (listen for 3-4 sentences).

ANSWERS:

1. *It describes a young husband who had to pray to the kachinas to escape his mother-in-law's witchery.*

2. *EX: He goes to look for his mother-in-law, against his own wishes; he prays and promises to be good; he doesn't give in to his mother-in-law; he takes care of his family and is studying to be a priest.*

3. *They constantly watch you; they lead the dead bad person to their country; their country is barren desert without water; they hurt or kill people; they are violent and treacherous.*

4. *EX: Be good in your heart and don't give in to evil temptation.*

Summary: Make sure student writes a topic sentence and four or five supporting details. Student's answers on previous page will offer ideas for this paragraph. Look for a concluding sentence at the end.

SUPPLEMENTAL MATERIALS:

PGRS, pp. 20-30

IV.G. Reading want ads

Want ads appear in the classified section of a newspaper. Reading want ads properly is almost a necessity in most of our lives. At some point almost everyone uses them.

TEACHING SUGGESTIONS:

1. Tape a list of commonly abbreviated words found in want ads. Student listens to word, finds its abbreviation, and writes the abbreviation.

2. Have student bring in three ads from his/her local newspaper (or supply a newspaper). Student circles abbreviations and writes complete words beneath advertisement.

3. Have student look up want ads or help-wanted ads in the newspaper. Then have student write down all duties of the job or details about the item being sold (such as a car). Check these.

ANSWERS:

1. yes
2. automatic
3. power-steering, power brakes
4. no

1. Jobs 1, 3, 5
2. Jobs 1, 3
3. Jobs 2, 4, 5
4. Jobs 2 or 4
5. accounts receivable; accounts payable; typing; greet customers; answer phones
6. Jobs 4, 5
7. Job 5
8. Job 5

SUPPLEMENTAL MATERIALS:

SF: Coping, Level B: p. 18

IV.H. Test-taking skills

Test-taking skills represent a simple, common-sense approach to raising students' test scores.

TEACHING SUGGESTIONS:

1. You may wish to offer student general hints for studying prior to actually taking a test, such as "get a good night's sleep before a test; take notes, as you study, on important points you want to remember; don't try to cram."

2. Impress upon student that if he has a question or doesn't understand what to do on the test, ask.

3. Find a sample test and familiarize student with the test formats, if possible.

ANSWERS:

1. *c*
2. *a*
3. *d*
4. *a*

SUPPLEMENTAL MATERIALS:

UNIT IV POST-TEST: STUDY SKILLS

1. *Price Road*
2. *85283*
3. *Continental, Broadway*
4. *4*
5. *morning*
6. *13 minutes*
7. *8:36*
8. *8:05*
9. *Sample paragraph:*

> *Coyotemen are people who were thrown out of their tribes. They formed their own village and grew tobacco, since that was the only crop that would grow. They began stealing women from other tribes to make them work in the fields. They did this by sprinkling the victims with tobacco dust, which made them powerless to resist.*

10. *full-time*
11. *experienced*
12. *references required*
13. *medical benefits are paid*
14. *no*
15. *equipment*
16. *b, c, d, f*